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NOTES AND ANNOUNCEMENTS

GENEVA SCHOOL OF INTERNATIONAL STUDIES

The School will hold its seventh annual session from July 14 to September 5 of this year, with a supplementary period beginning on September 8 (the first day of the meeting of the League Assembly) continuing to the close of the Assembly. The principal feature of the eight week course will be a series of weekly lectures and discussions on special subjects and problems bearing on the study of international affairs.

In addition to the lecturers, there is attached to the School a staff of tutors, who meet the students in small groups for discussion of the lectures. Furthermore, Professor Alfred Zimmern, director of the school, lectures frequently and conducts a seminar for advanced students. There are other frequent lectures by members of the League Secretariat and distinguished visitors to Geneva.

Last summer the student enrolment was 450, representing 37 different countries. The total staff consisted of 61 different lecturers, representing 21 different countries. Sessions of the School are held in the Conservatory of Music, opposite the university. The students as far as possible are found living accommodations near each other, with Geneva families where they will hear the best of French, and advantage is taken of all the resources of the city as a human laboratory for the study of contemporary world affairs for students of university rank. In general, no American students of rank below seniors would be acceptable. The school is affiliated with the University of Buffalo, through which arrangements may be made for accrediting toward an American degree work done at the school. Further information regarding the school may be had on application to the New York office at 218 Madison Avenue.

BRAZIL SUMMER SCHOOL

Announcement is made by the Institute of International Education of a summer school at Rio de Janeiro, July 10 to August 12 with courses on the Historical Evolution of Brazil, the Present Economic Status, the Physical Geography, the Literature of Brazil, and the Sociological Development of its People.

EDUCATIONAL CONGRESSES IN BELGIUM

The International Congress of Professional Technical Education, the Congress of Higher and Secondary Agricultural Education, the International Congress of Higher Commercial Education, and the International Congress of Family Education all will be held at Liège, Belgium, during the summer of 1930. Other meetings of an educational nature such as the International Congress of Rural Life, the Conference of the International Association for the Protection of Infancy, and the International Congress of Physiotherapy will also take place in that city in August and September.

The Congress of Professional Technical Education will receive reports of the present status of such training in the different countries and discuss such questions as the organization of instruction to orient pupils in choosing vocations, the intervention of law in favor of technical education, the aid of industrial organizations, and the formation of a strong teaching corps. The Congress of Agricultural Education will follow a program outlined by the International Institute of Agriculture at Rome. This will include the preparation of teachers, the organization of secondary agricultural education and the advisability of creating a doctorate in agronomic sciences.

The Congress of Family Education gives promise of being large and important. This will be its fourth meeting; the first was held in 1905. Among the items on its program are: (1) Scientific observation of infancy; (2) family education in general; (3) training the preschool child, and (4) popularization of family education by books on infancy and social work and by museums.

These and fifty or more other meetings will be held in Liège in connection with the international exposition designed to present a synthesis of progress and activities in the fields of science and industry in commemoration of the centenary of the independence of Belgium.

AMERICAN FEDERATION OF ARTS

The American Federation of Arts was established with the joint purposes of broadening appreciation of art in America and of offering a stimulus to American artists, through general public promotion of the excellence of their productions. Local chapters have been established in practically all the principal cities of the United States. Each is the nucleus of a considerable circle either of artists or of in-

terested laymen. . . . The Federation is the national art association, with which practically all the art museums in the United States and Canada are affiliated. At present there are 440 affiliated chapters. The Headquarters offices are located in Washington, D. C. . . . Three important exhibitions of American art are opening in Europe during 1930, due to the cooperation of the American Federation of Arts with other organizations. The first of these, undertaken in cooperation with the Hungary Society of America, is a collection of paintings and bronzes, now on display in Buda-Pest. The second is an exhibition of American paintings which will be shown in Stockholm in March under the auspices of the Swedish-American Society and the Federation. The third is an exhibition of American paintings and small bronzes, which will be held as a part of the International Exhibition in Venice in the new American Pavilion, the gift of Mr. W. L. Clark, president of the Grand Central Art Galleries in New York. This exhibition will be held in cooperation with the Grand Central Art Galleries. Two exhibitions, one of ceramics, the other of rugs and glass, have been brought to America from Europe by the Federation, by means of grants made by the General Education Board. These exhibitions, augmented by examples of American ceramics, rugs, and glass are now on circuit to American museums.

CURRENT REGISTRATION IN HIGHER INSTITUTIONS

Ranked by the number of full-time students current enrolments are:

California.....	17,242	Chicago.....	5,867
Columbia.....	14,952	Texas.....	5,822
New York (University).....	12,419	Northwestern.....	5,804
Illinois.....	12,413	Pittsburgh.....	5,646
Minnesota.....	10,657	Hunter.....	5,512
Ohio State.....	10,557	Cornell.....	5,500
Michigan.....	9,688	City of New York.....	5,477
Wisconsin.....	9,468	Iowa (University).....	5,106
Harvard.....	8,377	Yale.....	5,084
Washington (Seattle).....	7,258	Syracuse.....	4,989
Pennsylvania.....	7,119	Oklahoma.....	4,952
Toronto.....	6,617	Cincinnati.....	4,889
Nebraska.....	6,038	Boston.....	4,703

Ranked by grand total enrolment, which includes part-time and summer-session students, the list of these institutions is:

Columbia.....	33,367	Western Reserve.....	12,454
City of New York.....	32,032	Boston.....	12,372
New York (University).....	29,419	Michigan.....	11,800
California.....	25,274	Cincinnati.....	10,891
Minnesota.....	21,027	Harvard.....	10,866
Pittsburgh.....	13,932	Washington (Seattle).....	9,908
Illinois.....	13,883	Nebraska.....	9,349
Pennsylvania.....	13,828	Texas.....	8,523
Northwestern.....	13,558	Iowa (University).....	7,988
Wisconsin.....	13,486	Cornell.....	7,915
Southern California.....	13,293	Fordham.....	7,289
Ohio State.....	13,179	Syracuse.....	7,236
Chicago.....	12,747	Hunter.....	6,848

The total full-time enrolments in 226 institutions is 442,493, an increase of 1.5 per cent over 1928; the grand total enrolment, which includes part-time and summer-session students, is 697,584, an increase of 2 per cent. These rates of advance are slightly lower than those of 1928 over 1927.

RAYMOND WALTERS, in *School and Society*

CARNEGIE SCHOLARSHIPS IN THE FINE ARTS

The Carnegie Corporation has also arranged for the continuation during 1930-31 of scholarship grants in behalf of prospective college teachers in the fine arts, providing for a limited number of re-appointments as well as new appointments.

The purpose of the grants is to enable students in the fine arts to pursue graduate study under the direction of American universities either in residence or abroad, in preparation for the teaching of graphic and plastic arts in colleges and universities. The desire of the Corporation is to attract promising young men and women to the teaching profession rather than to recognize merit and accomplishment on the part of those who are already members of the profession.

The stipend ranges from \$1200 for first year graduate students to \$2000 in certain cases for advanced work abroad, but the practice varies to meet the requirements of the individual student.

CARNEGIE FELLOWSHIPS FOR LIBRARIANS

The Carnegie Corporation of New York has set aside a fund for fellowship grants to persons in library work. The amount available for the next school year is sufficient to provide for a limited number of appointments.

The purpose of the grants is to enable persons who have shown promise of capacity to contribute to the advancement of the library profession, to pursue a year of study and research in library problems. In general, candidates should be graduates of approved colleges or universities and should have had one year's work in a library school. The work of the successful candidates will be done not necessarily in residence but invariably in connection with an educational institution recognized as appropriate for supervising the study, and the results will be expected to constitute a definite contribution to library science or to the professional equipment of the librarian.

The stipend will be \$1500 or more and will vary according to the requirements of individual students. It may be renewed for a second year.

ASSOCIATION OF AMERICAN COLLEGES ANNUAL MEETING¹

At the morning session of January 15, the chief item of business was the presentation by Dr. Robert L. Kelly, executive secretary of the Association, of "the intellectual life project" for which, in response to the request of the Association the executive committee and the executive secretary had drawn up plans. The objective is to appraise "the purposes of American undergraduate colleges of liberal arts and sciences and their present methods of encouraging the intellectual life."

"The specific question is: What value should be placed on the influences now being exerted and the agencies now being employed to stimulate the intellectual life of the members of the colleges, both among the faculties and among the students? . . . In this project the Association has the earnest backing of the American Association for the Advancement of Science, the National Research Council, the American Council on Education, the Social Science Research Council, the American Council of Learned Societies, the American Association of University Professors, as well as a long list of individual sponsors."

It is proposed that a commission of three competent leaders of thought and interpreters of life be appointed to make the final evaluations involved in this project. A preliminary analysis is to be made "so that the field will be charted and most of the data will be assembled for the commission's use." The executive committee of the Association is to have the help of an advisory committee (of which

¹ Based on report by R. Walters in *School and Society*

twenty-five members were later appointed) and also competent field workers to visit the colleges which may be selected.

That two hundred and twenty-nine colleges, or approximately half of those reporting had "engaged some sort of a survey of themselves during 1928-29" was brought out in the report of President Frank L. McVey of the University of Kentucky as chairman of the commission on educational surveys. The commission recommended that the publication of surveys be encouraged and that in so far as possible the results of surveys be summarized.

A statistical summary of the enrolment and other information about Catholic institutions of higher learning in the United States was given by Dr. George Johnson, Associate Professor of Education in the Catholic University of America, under the title "The Recent Development of Catholic Colleges." Dr. Johnson's figures showed that there are one hundred and sixty-two Catholic colleges, having a total enrolment of 86,306 students of collegiate grade and a total of 6333 instructors. Seventy-three are colleges for men and eighty-nine are colleges for women; these include fourteen universities. The total valuation of one hundred and twenty-four colleges and universities on which data are available is \$240,939,095.

One of the outstanding developments in recent years, Dr. Johnson said, is the multiplication of facilities for the higher education of women. Of the total arts and sciences enrolment, 32 per cent is in women's colleges. Some of the finest Catholic Colleges, in equipment, staff and curricula, are the women's colleges. At the present time 36 per cent of all the teaching in the colleges of arts and sciences is done by laymen, and the proportion promises to be even larger, Dr. Johnson said. He added that laymen are likewise taking a larger part in the administration of Catholic colleges, and he cited two colleges having laymen as presidents.

As to the curriculum, the point of view is conservative, with the emphasis for the most part upon the humanities. Religion is not treated as a separate branch of the curriculum, but is "the very heart of the program and the spirit which illumines every other discipline." Dr. Johnson declared that the Catholic college is as zealous as any other for the furtherance of science, letters, and the arts.

The broad theme, "The Intellectual Life in the Colleges" was discussed at the afternoon session of January 15, by President James A. Blaisdell of the Claremont Colleges, and Dean Luther P. Eisen-

hart of Princeton University. The paper of President Blaisdell set forth the system of organization of the colleges at Claremont by which each keeps its identity and has at the same time the advantages of the group. How this operates with respect to honors work was described. The intellectual advantages to students and faculty of the arrangement are believed to be considerable.

The manner in which the preceptorial system at Princeton has been combined with independent reading in a field of concentration was described by Dean Eisenhart, who was later elected president of the Association for the coming year. A far keener interest in intellectual matters is manifested by Princeton undergraduates under this system than under the old.

The discussion of "The Improvement of College Teaching" at the evening session of January 16 was concerned particularly with the relation of the graduate school to such teaching, growing out of the 1929 report of the Commission on Enlistment and Training of College Teachers. Papers were read by President Upham of Miami University; by Dean Cross of the Yale Graduate School, and by Dean Laing of the Graduate School of the University of Chicago. President Upham said that "the training of effective college teachers is a cooperative task involving both the graduate schools that qualify them for appointment and the colleges where they develop in service."

"College instructors depend for success considerably on the knowledge of sound methods of teaching acquired by training and directed practice or by actual experience. But they are usually successful, too, according to their real achievement in scholarship and research as indicated by the doctor's degree. The popular notion that good research men are not good teachers and vice versa is not sustained by facts. Educate as we may, neither graduate school nor college can do much to produce outstanding teachers from mediocre personalities. Such factors as tact and common sense, self-forgetfulness, imagination, and contagious enthusiasm count for much in arousing students to interest and self-expression."

"Yale maintains a department of education on a graduate plane. The value of the work being carried on by the department is unquestioned. Any student, whatever his department of study, is free to take a course or two in education, such as educational psychology, educational tests and measurements, the history or the philosophy or the principles of education, or the history and function of the American college. Rarely, however, is there any attempt

to persuade students to take work in the theory or practice of education; certainly there is no compulsion."

Dean Cross said that he personally would have every student who expects to become a teacher "enter somewhere into the world of education that he may know the problems that will confront him as a college teacher."

"There can be no assurance that a man, whatever his training, will become a good teacher. A similar uncertainty confronts the Divinity School, the School of Law, and the School of Medicine, the success of whose graduates in their professions is equally problematical."

"In another generation we may know more. But at the present time education is the most elementary of the social sciences. It is in the stage of the collection of data. . . . The time may come when the qualities that make a good teacher will be precisely determined and when psychological tests may be applied to a young man to see whether he has these qualities. . . .

"In the long meantime, what? There is nothing to do, so far as I can see except to try out every teacher. This is the way to build up a body of able instructors. . . . It is a good thing to catch him (the instructor) young. Of course he needs guidance, and the guidance must be given by the college which takes him on. No outside training in a graduate school or in a teachers college, valuable as it may be will ever quite fit a new environment. Theory must be perfected by practice. The best teachers in his subject must take him in hand and mould him. The moulding process, however, should not go too far. His individuality must be preserved if he is to become a new light in his profession."

Dean Laing, in the first part of his discussion, dealt with the action of the Association of American Colleges at its 1929 meeting, declaring that relaxation of the research requirement for the doctor's degree will lead to a devitalized requirement and that graduate study will then be nothing but a continuation of college work. This would mean "squirrel cage of academic routine" and "a gradual attrition of personality which is the fate of all routine workers. . . . You should not want men of the factory warehouse type of mind at all."

Dean Laing maintained that he had not come to whitewash the doctorate of philosophy; he fully realized its shortcomings. He admitted that young doctors occasionally make poor teachers, but he contended that these were a relatively small minority. "They

are what they are, in spite of it. They were maladjusted all through from the kindergarten to the graduate school. They came to us from one of your colleges. Such men should never be recommended to teach. If appointed they should not be reappointed."

The department head in college should assume that the young doctor is a tyro in teaching and should guide him. Dean Laing continued that there should be departmental conferences to discuss teaching methods. "Your teaching function should not be restricted to students; it should take in your young instructors."

The ways in which the Graduate School at the University of Chicago proposes to undertake teacher training were then outlined by Dean Laing, who added that the plan is not definitely settled. The present thought is: (1) To appoint in each graduate department a professor especially interested in teaching methods. (2) to hold conferences to be attended by graduate students who plan to go into teaching; (3) to have graduate students teach freshmen and sophomores of the colleges under the supervision of a departmental officer; (4) to give a course on conditions in the liberal arts college as a whole. Dean Laing emphasized that these proposed methods are not a substitute for the research requirement but an addition to it.

This Association was represented by Professor H. G. Doyle of George Washington University and Professor Joseph Mayer, Executive Secretary, the latter making an address in regard to our appointment service.

REVIEW

Pedagogically Speaking, Essays and Addresses on Topics More or Less Educational, by Felix E. Schelling. The University of Pennsylvania Press, 1929, pp. 169.

For those who know the author of this volume the genial and lightly ironical title will in itself provide a clue to both contents and tone. "The writer of these papers came too early into this much be-educated world to have ever been taught how to teach anybody anything. He has never studied 'educationally' 'the child,' or anyone else professionally. He has never prepared a chart of pedagogical statistics. Above all, he has never measured anything. . . . He is merely a teacher who has loved his work in his day and delighted in the companionship of his students." From this "mere teacher" now comes a collection of nine essays and addresses, including Phi Beta Kappa and commencement orations delivered at various universities and a presidential address before the Modern Language Association, which represent the ripe views of a long and distinguished career.

Through observations on various subjects the pervasive theme is a plea for the humanities, for "that cultivation of the whole man in which true education alone really subsists." In no grudging spirit Professor Schelling admires "the patient and indefatigable spirit of research that wins for man, inch by inch, new lands in the territory of the unknown." He pays homage to science in the curriculum, the research laboratory, and contemporary life. But he urges that "the greatest need in the education of today, a need greater than short cuts to the professions, training for city councils or state legislatures, preliminary courses to speculative philanthropy or airship building, is the restoration of the humanities to our college courses in a larger proportion than has been theirs for many a day."

In one form or another it is this emphasis which emerges constantly in Professor Schelling's observations. Whether he speaks on the graduate school, the unity of the arts, or the American professor. But in his often eloquent plea for the broadly cultural training he sternly repudiates all tendencies toward easy, agreeable, and superficial study. The humanities, he insists, must be disciplinary. At the same time he upholds the pursuit of knowledge in any field if it be disinterested. "A study is valuable educationally in the inverse ratio of its probable practical utility."

In both the ancient and modern classics of literature he finds "what may be called the vitamins in the collation of education." "Starches, sugars, proteins, fats, be the dietary what you will. We are losing our teeth, we are told, because we no longer have to use them in the vigorous mastication of our fathers' homely foods. Are we losing our educational teeth, also with attractive courses and addiction to sweetmeats, or pap that we can swallow instead of fiber that must be chewed? In a well-ordered dinner there is variety and there is a very proper appeal to appetite and varied tastes. So, too, our educational diet should offer variety of nutrition and be rich in all the constituents necessary to healthy sustenance. Lastly, we can be starved or overfed or reduced to the condition of anemia by stuff, which going under the name of education, could not pass muster, had we the real need of the present moment, an educational pure-food law."

Of special interest to the readers of the *Bulletin* is Professor Schelling's presidential address in 1914 before the Modern Language Association on the American Professor. And nowhere, to the present writer's knowledge, can be found a more sympathetic, well-balanced, and accurate evaluation of the academic profession. "We may grant that the very drive of our American professor's life makes for intellectual activity and acts as a spur and exhilaration. Yet can we look for anything but disparity in the quality of scholarly work, carried on under conditions so adverse? Impetus, project, ideals, expectation, all are abundantly ours; elaboration, completeness in detail and thoroughness of treatment—these things we may confess here among ourselves, that we reach in our scholarly work less habitually than might be desired." But the reason is perfectly clear. The innumerable pressures from which our European colleagues are free do not permit the leisure and "periods of incubation" which alone can produce the ripest scholarship. Our author realizes fully that the conditions of the academic life are far from ideal: the economic status of the average faculty member is "a public misfortune." He is obliged to be silent all too often "when he wishes to God that he might speak." Yet the compensations are numerous and compelling. "The life of an American professor need not be narrow unless he himself makes it so. . . . As I have known him now for many years, he is kindly, hard-working, uncomplaining, and unselfish. He has less confidence in his abilities to run the world than some, not possessed of

his special training, have confidence that they can run his department. To the popular impression that he is an impractical man, he gives the lie, by his general competence even in every-day affairs."

All too infrequently do volumes like this come from the hands of our own number. All too few of us, perhaps, are qualified to express themselves in so urbane, yet often so pungent a manner. All the more, then, do we welcome this book which, it should be said, is appropriately attractive in format. "Pedagogically speaking," says the author, "somebody else ought to have written this book." Pedagogically speaking, or otherwise, we are glad it was written out of the particular ripe experience which inspired it.

PAUL KAUFMAN

EDUCATIONAL DISCUSSION

CULTURAL RELATIONS BETWEEN THE ORIENT AND THE OCCIDENT

... As the result of considerable discussion and conference upon the part of educators in the United States interested in international education since the close of the great war when the number of foreign students in the United States began its remarkable increase, certain principles have been generally accepted. The most important of these is that it is better for students of all countries to complete their national system of education before going abroad to study. Briefly, this means that, generally speaking, students should receive their undergraduate instruction in their own country and, when they go abroad to study, they should do so chiefly for postgraduate work in research, technical, and professional study. The reasons for this attitude are obvious: First, the student of every country should first be grounded in the cultural heritage of his own civilization in which he is going to pass his life; secondly, he is then more able to evaluate intelligently the culture of the country to which he goes to study, and the elements of it valuable for adoption in his own country. So strong has this opinion become in the United States that it may be pointed out that of the 1600 exchange fellowships that existed between the United States and foreign countries last year the very great majority were graduate fellowships. Another instance is that of the Rhodes scholarships which began as undergraduate scholarships and are now of the postgraduate variety. . . .

During the twentieth century thousands of Chinese students have studied in American institutions of higher education. In most instances, they were undergraduate students, *e. g.*, until very recently all the Boxer Indemnity students were undergraduate students. They stayed for periods varying from one to five years, usually a longer rather than a shorter period. They came at a time of life when they had not fully assimilated the culture of their own country and were very susceptible to that of a foreign country. American educators are proud of the careers of many of these returned students, *e. g.*, the members of the present Chinese cabinet who studied in American institutions. But they cannot shut their eyes to the fact that years of residence in the United States caused many to become denationalized, to return to their country unable to make a proper reorientation and, in some cases, to become a liability rather than an asset to China in its period of reconstruction. Hence, they believe

that the general principles mentioned above should apply to Chinese undergraduates. . . .

When students from any country are sent to educational institutions in another country upon scholarships, the wisdom of granting the scholarships only to mature students becomes even more impressive. The aim in granting scholarships is to help those who have given evidence of ability to do creative work or it is to develop leadership. Not every one can be trained to be a leader, and those to whom scholarships for foreign study are given ought first to have demonstrated at home that they have the qualities that make for leadership or for creative work. These can hardly be made evident before the completion of their undergraduate career. All countries need education for leadership. During the present period of rapid reconstruction, it is especially needed in China. . . .

Now a word as to the reverse process, *i. e.*, foreigners, and in this memorandum, particularly Americans, going to the Orient to study....

Exceedingly few American students study the language and literature of China or Japan, and the number who are likely to do so in the near future is limited. That means that the advent of American students to either country will be confined to a few and those of a postgraduate nature of high standing. The establishment of the Harvard-Yenching Institute with the fine libraries in each institution and the splendid group of scholars in each giving the courses and directing the research will have a great influence in making Chinese civilization and culture better understood in the United States. . . .

It would be a very fortunate thing if the present conference of the Institute of Pacific Relations should have as one result the establishment of more fellowships to enable westerners to study sufficiently long in China or Japan to learn the language and study the civilization of the country and then return to their home land as properly qualified interpreters of the culture of the Orient. . . .

STEPHEN P. DUGGAN, Institute of International Education, *School and Society*, No. 782.

EDUCATING THE EDUCATORS

The Association also made certain specific suggestions about the techniques which might be followed in realizing the objective of the recommendations, it being, of course, understood that the adoption of any of these suggestions at a particular institution would depend, both in fact and in degree, upon the local situation. . . .

The first of these suggestions was that "for every newly appointed instructor there be a faculty adviser, who should in general be either the head of the department concerned or another member of the department, designated by the head." Many colleges reported that they have always either formally or informally, regarded the head or senior member of the department in the light of an adviser for the newly appointed instructor and the new man is advised of this when he assumes his position. Regular conferences are held during the year at which the instructor's work is discussed both from the point of view of departmental policy and in its bearing on student welfare. . . .

The Association made the suggestion that "the process of advice be centered mainly, not in classroom visitation, but on the making and reviewing of periodic reports by the young instructor on his work. For such reports no form should be used. They should state informally the results achieved during the period under review; should indicate clearly the problems met; and should contain plans for continuing work. They should contain as well individual analyses of problems of various members of the class—some or all—with respect chiefly to particular difficulties met, but with respect also to special abilities and any other matter of notable personal interest."

The Association also suggested that "if classroom visitation by the adviser take place, it should take place as a method of getting light on problems or plans previously considered in the reports, and by previous agreement between the instructor and the adviser; that if it takes place at all, it be sufficiently frequent to remove any sense of abnormality." . . .

The report suggested that "whenever appropriate, the course in which the main work is done by a newly appointed instructor be regarded in fact and in name as a cooperative course, the newly appointed instructor and his adviser being the cooperators." . . .

The Association suggested that "newly appointed instructors be invited and expected occasionally to attend classes taught by older successful teachers in their own department or in allied departments."

At several colleges the newly appointed instructors occasionally attend courses taught by the older teachers of the department, but this practice was not found to be at all general. . . .

The next suggestion that, "just so far as may be possible, newly appointed instructors be invited to cooperate by occasional lectures

or otherwise in the advanced courses of the department," is being followed in some places.

It was suggested by the Association that "there be held occasional staff conferences of allied departments (or, in a large institution, of a single department) for the discussion of instructional problems."

Practically all the colleges which had large departments or a large number of sections in a single course reported that this policy was observed, at least within individual departments. General problems of the department are usually discussed at these conferences, as well as methods of teaching and the organization of classes. . . .

The Association suggested that "in the case of a course having several sections, one man be designated as responsible for the conduct of the course as a whole, and that he maintain a reasonable degree of coordination in the work of the several sections."

A considerable number of the colleges reported that this was being done in all departments offering courses large enough to require several sections. At many of these colleges conferences of the instructors in such courses are held, at which problems and special situations are discussed, and in general a policy for the conduct of the course agreed upon.

It was also suggested that "annual reports of the work of newly appointed instructors be made by departmental heads to the committee on the improvement of instruction referred to above."

The policy in some colleges is for the department heads to make frequent reports to the president or dean of the college on the quality of the instructor's teaching. . . .

While the facts presented in the preceding pages do not indicate absolute agreement either on the form or on the spirit of the policies recommended by the Association they do indicate an appreciation by all, of the Association's contention that "the development of the teaching ability of newly appointed instructors is a major responsibility of the colleges." At least the colleges have been stimulated to think about the problem and to analyze their own particular situations. Many found that most of the suggested procedures were already in effect, though not always by formal arrangement. Of the individual practices reported many are suggestive of the possibilities along the lines recommended. . . .

ARCHIE M. PALMER, *Association of American Colleges Bulletin*, Vol. XV, No. 4.

THE PUBLIC RESPONSIBILITY OF UNIVERSITIES

... Higher education in America grew out of the idea that it was essential to the public good. It has always been a matter of deep public concern. There is no institution for higher education, however maintained or controlled, which does not conceive of itself as a public servant. That task is a great deal more difficult today than it has ever been. Not only have student bodies enormously multiplied, but the social and economic order is transformed. And we are sending out into this intricate and delicately adjusted environment of ours a hundred and twenty thousand graduates a year, as against 10,114 as recently as 1880. It is easy enough to see the magnitude of our responsibility. It is more difficult to characterize it more definitely.

Let me illustrate what I mean. I come from a section of the country which in recent years has been feeling acutely the shock of the impact of modern industrial civilization in contact and sometimes in acute conflict with a characteristic culture of its own. I put the case deliberately in general terms, for what is happening in the South today is not confined to any particular industry or locality. Now the striking things about such a situation are two, whether in the industrial field, the attempt to delimit what may or may not be taught, and so on. There is, first, the high degree of emotionalism that develops all around, with consequent intolerance and hardening of sentiment on both sides. There is, second, the fact that there is nothing in any way novel about what is going on. Every inch of the same ground has been fought over before; the very gestures and epithets are all familiar to the student of history; the same methods have been adopted, the same moves and countermoves worked out. Now out of such a situation two questions have seemed to me to emerge. How, and to what extent, is it possible to substitute in such conflicts light for heat, intelligence for emotionalism; and, second, how far, through increased understanding of the modern world, is it possible to learn some things vicariously from the experience of others? I do not know the answers to those questions, but I do believe that with them universities have an intimate concern. . . .

From such a point of view the concern of universities cannot be limited to the older disciplines; it is coextensive with life itself, as a process which, from whatever angle we view it, lends itself to understanding and control by precisely those intellectual techniques that are at the core of the university creed. The intellectual tone of

universities resides not in this or that particular curriculum but in the spirit in which they do their work, and in their success in inculcating that spirit in their students. After all, if our graduates are not to be distinguished by the fact that, a little more than other people, they have become infected by such an ideal, we may as well begin to doubt their social value.

The second point that I want to make is that we must somehow contrive that these young men and women take away with them a more orderly understanding of modern life as an environment in which the individual must somehow find happiness and goodness as well as material success. . . .

But our need is not only for knowledge but for ordered and unified knowledge. We know little enough at best about the satisfying human life in the intricate world we live in. If we can make life for our graduates a little less a process of blind trial and error, if we can bring to bear on their problems a little more systematically the accumulated experiences of the race, we shall have done a valuable public service.

In every great period in the history of education, men have tried to face squarely the problem of what people needed to know and to do to live happily and finely in the particular environment of their time and place. There are abundant signs that the universities of today are not unmindful of this problem. . . .

H. W. CHASE, *The University Record*

OUR CHANGING EDUCATION

. . . To teach should be the first duty of educational institutions, universities as well as others, and by teaching I mean more than the mere imparting of information. The poorest teaching in our whole educational system is found in our universities, and the chemistry departments are among the greatest offenders. This is due, largely, to the attitude already mentioned—that a thorough knowledge of a subject is the only requirement for a teacher. A teacher, before he can do his job properly, should have settled in his own mind what constitutes the aims and purposes of an education, and how his subject fits into the scheme. There is more to be done than simply to make assignments and hear recitations. . . .

Keen and numerous criticisms have been offered by chemists and other scientists against the work of departments of education. Much of this, I agree, is justified, but that is no excuse for discarding all work

which pertains purely to the teaching side of our profession. Every teacher of chemistry should be thoroughly familiar with the broad, general aims of education. . . .

Chemistry is one of the best subjects in the high school to develop reasoning ability, accurate observation, correlation of facts, self-control, clear statements of observations, etc.; abilities and habits of infinitely greater value in later life than mere information.

I realize that the doctrine of mental discipline implied in these statements is considered old-fashioned and entirely out-of-date by many present-day educators. This principle has been displaced by the one "follow the child," that is, the principle that the child should be asked to do only those things he likes to do, the things that are pleasing to him. The amount of lime that this new plan is placing in their backbones is evidenced by the manner in which they do *not* stand up today under temptation and the stress of hard work. . . .

The ultimate advancement of our own science depends upon those who come to us from the high schools. The type of training given in the primary and secondary schools should, therefore, give us much concern. The influence which the changes in primary and secondary education are producing have been distinctly noticeable for several years. Freshmen, at least at Michigan, are lacking in several fundamental respects. A pronounced deficiency in disciplinary training is clearly evident. This is due to a lack of "honest-to-goodness" work in subjects like algebra, geometry, Latin, physics, and chemistry. Students are unable to apply themselves rigorously to assigned tasks; they are unable and unwilling to dig things out for themselves; they are highly superficial; they do not know what real hard work is like; they are easily discouraged and lack persistent effort. For one who would make a success in chemistry in the future these disciplinary abilities are absolutely essential, more so now than ever before. What can college chemistry teachers do with this raw material coming to them today from our high schools? The result will be that a Ph.D. degree will mean about what a B.S. in chemistry used to. To complete their preparation men will have to remain one or two years after obtaining a Ph.D. degree.

The success of any process or system is best tested by the quality of the product it turns out. So far as preparation for higher education is concerned the test when applied to our new primary and secondary school systems shows a product that is becoming more inferior each year. To this the educators reply that the present system

is not designed to prepare the few for college, but the many for the other activities of life. In order to apply the critical test in these other activities, many people were consulted, including bankers, merchants, department store managers, chain-store managers, and factory superintendents. The men interviewed had been in their positions long enough to permit a comparison between the young men and women coming to them now and those who were trained under the older system. So far the verdict has been unanimous that those of today are not as well prepared for the various positions as they were formerly....

The doctrine of mental discipline has received the brunt of attack by the education specialists. According to the new psychology, general mental abilities and powers do not exist, there are no generalized habits, modes of action, or faculties. We do not have such things as memory, reasoning ability, imagination, sound judgment, keen observation, will-power, concentration, open-mindedness, tolerance, rectitude, and the other attributes which have been grouped together and covered by that broad term "character." . . . The old system has been torn out by the roots. The very purposes and objectives of education, and naturally the methods of securing them, have been changed. Subjects like Latin, algebra, and geometry have practically no value according to the new psychology and many are advocating that they be discarded. Physics, chemistry, history, geography, modern languages, etc., have been largely reorganized and are due for even greater changes or elimination. . . .

Men and women from practically all walks of life who have made successes of their lives, attribute their successes largely to the rigid disciplinary training through which they passed in their early life. Against such testimonials, based upon life's experiences, we have the preconceived notions, opinions, guesses, very superficially confirmed theories, and conclusions of a comparatively small group of educational psychologists who pronounce the whole idea of disciplinary training to be unreal, imaginary, and fictitious. . . .

We are aware that most of the would-be educational reformers in our smaller institutions have sat at the feet of educational psychologists in some teachers' college or education department of some university. In many instances a few questions revealed that they were not serious students of the situation, but had simply accepted without question the information handed to them by the "experts," who were looked upon as being possessed with superpower and whose

utterances were not to be questioned. Many teachers have told me they are simply following directions; they do not understand what it is all about, but they must go ahead doing as they are or lose their jobs. Even university and normal school graduates, who were strongly opposed to the new systems, stated they had to continue practicing things in which they did not believe or look elsewhere for positions. Not only this, but they were required to act and talk in public as though the systems were a great success, while in their own hearts they knew otherwise. The claim is made by the reformers that their conclusions are based upon research and the applications of science, and herein lies one of the greatest sources of evil. Practically everybody holds in high esteem the results of research and the works of science. People listen with great respect when a speaker remarks that he is presenting the conclusions of research; there is now a sort of reverence for that term. I believe there is justification for this attitude, and it would be most unfortunate if the general public should lose its present faith in scientific research. But the way some of the educationalists are dragging the terms "research" and "science" through the mud is close to sacrilegious. It hurts to hear the terms applied to some of the stuff printed in educational journals and reference books. The men developing this new field are undoubtedly thoroughly earnest, competent, and sincere in their convictions, but they are, with few exceptions, educators and not scientists. They have never had a rigid training in scientific principles and practices. They are like a blacksmith working in a watch factory. They have no appreciation of scientific methods. Their publications and conclusions are just what one would expect under such circumstances. . . .

Please do not understand from these remarks that I am opposed to everything which is of the nature of a change in education. I believe thoroughly in progress. The very activities of every scientist engaged in research demonstrate his belief in progress. New facts and evidence are continually being submitted and decisions frequently should and must be altered in the light of the new data. But I believe the experience of every scientist who follows the results of research in any field cause him to be extremely cautious and slow to recommend radical changes in old, established methods and policies. He has too often seen conclusions based upon the results of rigorously controlled and carefully performed researches discarded within a few years. Later work showed that some unknown and unsuspected

condition or source of error had been present in the work which completely changed the nature of the results. Also, only too frequently, even among thoroughly seasoned research workers, there is a tendency to interpret results in the light of preconceived ideas. Many are the instances where an unbiased reader places a decidedly different interpretation upon the same data. When such things happen, and not only happen but are frequent, in the most carefully performed experiments, where the experimental material and conditions are largely within the control of a trained investigator, how enormously greater this uncertainty becomes when the materials experimented upon are human beings, children in our schools, and the conditions are so outside of accurate control as they are in the schoolroom, and the experimenter is some teacher who does not even know the meaning of or the first principles of scientific research. Yet as I have stated before, some of the educational reformers have taken data obtained under such circumstances and upon it have based most fundamental and far-reaching conclusions. Not stopping with that, they have advised the most radical changes in our educational systems and have taken every means available to see that the changes are made.

I believe that radical changes in such fundamental institutions as our educational systems should be recommended and carried out only after the most rigorous and conclusive tests have demonstrated the success of the new policy. What are the training schools in connection with our universities and normal schools for if it is not to do this very thing? These training schools are the great semi-commercial laboratories where the new theories and methods should be tried out, and they should be tried for a sufficiently long time to prove that they are enough of an improvement over the old to warrant their being introduced wholesale throughout the country. Our great industrial concerns all maintained research laboratories where new processes are being discovered. Are these new discoveries immediately rushed into the factory and the whole institution changed in order to put them into effect? Any one familiar with successful industrial organizations knows it is not done that way, no matter how insistent or enthusiastic the proponents of the new discoveries may be. They are first tried out in a laboratory on a semi-production basis, in a manner correspondent to the training systems in the field of education. If it is demonstrated there beyond any doubt that the new methods and processes are an improvement over the old and that they are a sufficient improvement to warrant the confusion and additional ex-

pense of making the change, then it is made. More proposed changes are discarded by this method of testing than are accepted. I am convinced that had this method been followed in the reorganization of our educational systems, a large number of the changes which have already been made would have fallen by the wayside. . . .

A. L. FERGUSON, *Journal of Chemical Education*

NEW PROBLEMS AND A NEW CURRICULUM

. . . The problem of determining the content of a curriculum for women is more difficult than in the case of men, and even that is difficult enough. The complicating factors are these:

1. The diversity of positions open to women and the need for guidance in the selection of a profession.
2. The rapidly increasing number of women who wish to capitalize their education in earning a livelihood.
3. The growing recognition that women need training for homemaking and particularly for rearing children.
4. The persistence of the feeling on the part of many people that homemaking is a synonym for housewifery.
5. The difficulty of training women for the dual job of wage-earning and homemaking—a difficulty which becomes even more complicated when these jobs are carried simultaneously instead of in succession.

The last-mentioned problem becomes more acute as the ever higher standards of the American home, coupled with the industrialization of the large majority of homemaking jobs, exert an economic pressure that almost forces women into part-time or even full-time employment after marriage. . . .

In 1920 there were 2,000,000 married women in industry, an increase of 80 per cent over the number who were thus employed in 1910. Very often the assumption is made that these women are almost wholly from the lowest economic levels. This is not true. In 1920 there were 124,000 professional women who had married and had either gone back to work or had not stopped working after marriage—an increase of 40 per cent over the number shown to be thus engaged in 1910.

There is no question but that these women do a different type of homemaking—dividing their time between their homes and their jobs—than did their mothers, who spent all of their time in their homes. . . .

For years the staff and student body of academic colleges have tended to look askance at home economics, questioning whether "practical work," as they chose to label it, could be worthy of collegiate credit. But recently we have seen a decided change in attitude, due in large measure to the broadening content of the home economics curriculum. Evidences of this change may be found in the establishment of the euthenics course at Vassar, and in the courses in "Art in the Home" and "Scientific Management of the Home" offered at Hamline University. . . .

These examples illustrate a definite trend toward making more widely available certain information which has heretofore been offered only in home economics courses leading to a degree in that field. . . .

In a curriculum which represented this "peaceful penetration" of the home economist one might expect to find included such topics as the following: the food which may be counted upon to promote health, and the clothing which is at least not prejudicial to health; also the selection of clothing from the aesthetic and economic angles; the necessity for comfort and simplicity in the home; and the appreciation of beauty in architecture, home furnishings, and home grounds. There might perhaps be a section devoted to etiquette—not formal textbook moralizing, but the variety which would familiarize students with common social customs so that they would feel at ease in most situations, would know what to do and what to say—possibly one might even add, how to eat. A doctor's dissertation recently completed at the University of Minnesota indicated that there was a much more definite relationship between introversion and social and economic status than between introversion and intelligence. The feeling of assurance in social situations is an asset which we cannot ignore, and a distressingly large number of our students are graduating without ever acquiring it.

At a conference held at Teachers College, Columbia University, in 1927, on "Homemaking as a Center of Research," one was impressed by the number of academically trained women who criticized in no uncertain terms their own collegiate work which gave no training in nutrition, child care, or management of finances. . . .

Since the disposition of the national income is so largely in the hands of homemakers, it seems evident that the effectiveness and intelligent use to which it is put depends upon women's being trained to understand economic processes, to evaluate sales talk and ad-

vertising material, and to know how the income can be spent to insure real and lasting satisfaction. Economics of consumption should be stressed, rather than the content that usually forms the bulk of a course in economics as "principles that underlie the present industrial order, applied to corporations and trusts, with a brief study of money and banking." A study of home finance is fundamental.

Not long ago a homemaker of wide experience and clear vision told me that in the homes which she knew intimately the most recurrent problem and the one which stood near the top of the list in terms of the importance attached to it was that of *income management*. . . .

This phase of education seems to be equally important for both men and women. It should be evident that it includes much more than merely supplying the money to finance the home.

There is another phase of education which seems to be of equal importance for men and for women, and that is parent education. Classes in parental education are still filled largely with the feminine parents, but each year sees more men enrolled, as in the parental education classes in Omaha. . . .

Before another generation passes there will probably be a rather widespread acceptance of the idea that homemaking is a man's problem as well as a woman's. At the recent meeting of the American Public Health Association, one afternoon's session consisted largely of pleas (by men) that fathers assume their share of the responsibilities for home and child management—not the mandated management of the past but joint management when husband and wife share equally. . . .

CLARA M. BROWN, *Journal of the American Association of University Women*, Vol. XXIII, No. 2.

LOCAL AND CHAPTER NOTES

THE AMERICAN UNIVERSITY

On February 1, 1928, Dr. B. B. James, a full professor in the American University, Washington, D. C., was summoned to the office of Chancellor Clark. A conference ensued, and on February 2, 1928, Dr. James submitted his resignation in writing. The Chancellor states that he has no recollection of insisting upon or even requesting a resignation at this conference. Dr. James says that the Chancellor told him of the omission of his name from the faculty list for the next academic year, and in substance gave him the choice between resigning and being discharged. Some two months previously, Dean G. B. Woods had told Dr. James that his work was unsatisfactory. Before the interview of February 1, 1928, Dean Woods recommended to the Chancellor that Dr. James be not reappointed.

Dr. James says that he refrained from asking for an immediate hearing before the Trustees because at the conference above referred to the Chancellor asserted that the Trustees left all administration in his hands. Ultimately, about May 30, 1929, Dr. James lodged with the Trustees a complaint which was construed as a request for a hearing. The trustees appointed a committee to investigate and report. This committee considered Dr. James' complaint, interviewed Chancellor Clark and Dean Woods, but did not interview or attempt to interview Dr. James. On November 4, 1929, this committee reported that Dr. James' relations with the American University "were properly and completely severed by the aforesaid resignation of Feb. 2, 1928, and his subsequent discontinuance of his professorial duties."

Without attempting to decide the merits of the issues between Dr. James on one side and the Chancellor and the Dean on the other, the Chairman of Committee A points out that the investigation by the trustees has not been fair or satisfactory. No reasonable hearing is given to a complainant by a board which hears his opponents and does not hear him.

The above report is approved by the general committee on Academic Freedom and Tenure for publication in the *Bulletin*.

COLUMBIA UNIVERSITY, FACULTY SALARIES

A scale of compensation that would be suitable for Columbia University to establish and that ought to be established by the aid of generous benefaction without any delay, is this:

Professors, arranged in three groups according to service, distinction, and academic usefulness...	\$12,000, \$15,000, and \$18,000
Associate Professors, arranged in two groups according to service, distinction, and academic usefulness.....	\$ 9,000 and \$10,000
Assistant Professors, arranged in three groups according to service and academic usefulness....	\$ 5,000, \$ 6,000, and \$ 7,500
Instructors, arranged in three groups, according to service.....	\$ 3,600, \$ 4,200, and \$ 4,800
Assistants, arranged in two groups according to service.....	\$ 2,000 and \$ 2,400

President N. M. BUTLER,
Annual Report for 1929

CONNECTICUT STATE COLLEGE, THE STATE COLLEGE AND
HIGHER EDUCATION¹

Did you ever stop to reflect on the real reason for an inauguration?

A president is a strange and uncommon form of life. There are considerably less than a thousand presidents in a population of one hundred and twenty millions; less than one to every one hundred and twenty thousand inhabitants. And at that they are relatively much more numerous than they used to be. Like every other species, they exhibit enormous individual variations. The variations are not infinite because the species is so small. But there are tall presidents and short ones, fat ones and thin ones, fierce ones and mild ones, clever ones and, I regret to say, dull ones, those who strut and those who might be likened to the actinic ray, effective but inconspicuous. ... And there are a few—alas, a very few—so strong and dominating, so active minded and so versatile, that they tower above the rest of their species and even fill the breasts of the members of other species with awe and admiration!...

I have not forgotten, as perhaps some of us have, what the life and duties of a college president used to be in the good old days. He taught, generally moral philosophy or some such edifying subject, and no student graduated without coming under his instruction. He

¹ Address at the Inauguration of George A. Works as President of Connecticut State College, November 8, 1929.

preached. He conducted daily chapel. He knew all the students intimately and stood in a relation to them that was quasi-paternal. He dealt with schools on the question of admission and with parents on the question of the opposite procedure, and he did it without the assistance of registrars and deans. He engaged and dismissed members of the staff and decided what they should be paid. He conducted all the business of the college, often single handed. He wrote the college documents. He spoke *to* the college constantly, and *for* it constantly, and in all matters of larger public import he was the authoritative spokesman of the community in which the college was placed—and very authoritative. His word was law. From his decisions there was no appeal. People took no liberties with him. They approached him with becoming deference. Indeed, he was a very exalted being, very remote and dignified and over-powering. He was the only kind of king we ever had in America. But along with other kings he has been dethroned, or else rendered relatively innocuous by constitutional limitations.

No president of a modern expanding institution could do what the older presidents did if he tried, and none tries to unless he is very ignorant or very stupid. The president is now seldom a clergyman, and so does not preach. Neither does he teach. He cannot possibly exercise intimate paternal oversight over the students; there are too many of them and he is too much otherwise engaged. He cannot with his own hands conduct the greatly expanded business affairs of the institution. If he proceeded to engage and dismiss arbitrarily on his sole responsibility the members of the staff, woe betide him and the college. The president now lives in an entirely different professional sphere. He is the coordinator of the highly specialized parts of an enormous intricate human machine. He is the expert guide of a group of experts collaborating for a large social purpose. He is the initiator of far-reaching policies, the chief planner; if you will, the dreamer—only he must also be able to make some of his dreams come true. He is the interpreter of his institution, of higher education, of the essential meaning of modern science to a wide community that has all at once become intensely conscious of educational issues, intensely interested and critical. I say he *is* these things; perhaps I should say he is *supposed* to be. These are now his principal responsibilities, and you may judge whether they are easier to fulfill than those which devolved upon the majestic incumbents of presidential chairs a generation or more ago. At any rate, however completely or faultily

they may be met, they tend to lift the president out of the intimate institutional contacts that once in great measure made up his life and substitute for them another set of contacts largely external to the institution.

But, because the president is not now quite so much the monarch of all he surveys and not quite so statuesque, let no one think that he is less important. And let no one think that an inauguration is merely a picturesque relic of an outworn tradition. It is something much more vital than that. It is the ceremonial recognition of a great event, an event so momentous that no other kind of event in the life of the institution is to be compared to it. An inauguration marks the crucial significance of leadership.

The ceremony in which we are participating is designed to signalize to the college community, to the state and to the nation, the beginning of a new epoch in the life of this institution. It is designed, and properly designed, to reveal through the testimony of others and through the president's own words the quality of the leadership that is now to guide the institution....

Higher education likewise has been undergoing a profound transformation. In part this has been due to the development of the secondary school; in part, of course, to other causes. One phenomenon that everybody talks about and that is the direct outgrowth of the tremendous expansion of secondary education is the vast number of young people who are now prepared to enter college and eager to do so. In every populous state thousands of them annually besiege the college doors, and many of them cannot get in because there is no room. What are we going to do for them? It is idle to suppose that their earnest desires for intellectual improvement can be disregarded.

Another thing that has happened is the rise of technical education in importance and dignity. I grew up in the golden age of academic snobbery. I can remember when in the most rarefied college circles it was considered just barely respectable to be an engineer. As for the other technical callings, so far as they had acquired professional standing at all they were, with the exception of medicine, beyond the pale. Colleges and universities had, to be sure, already begun to maintain divisions devoted to agriculture or dentistry or pharmacy, but they treated these parts of the institution like step-children. They kept them in the back yard. Academic prestige was enjoyed chiefly by the liberal arts, theology and law. In that case surely pride went before a fall. The tables have been neatly and completely turned.

Look now at the great university organizations of the country and what do you see? Engineering, agriculture, forestry, commerce, home economics, education, the great health services, these hold the front of the stage. They attract the bulk of the students. They absorb the major part of the appropriations. They carry the institution's reputation. Indeed, the distinctive contributions of America to higher education, the contributions that are recognized throughout the world, have been made in this once despised field of technical education, in medicine, in dentistry, in agriculture, in engineering.

Education for the professions that are based on the applications of science has just begun its upward movement. New professions are constantly being developed as the intellectual processes of our civilization become more refined and more highly specialized. The colleges and universities are going to take these new professions to their bosoms and evolve methods for training men and women to practice them.

But of all the new movements in higher education the one that holds the most promise for our institutions and for the whole social order is the growing tendency to lay stress on quality, quality of student performance, quality of teaching, quality of scientific output. Size used to be the criterion of success for a college. That it is so no longer is probably not due to any sudden access of virtue on the part of colleges. The cure of that delusion must be credited to the secondary schools. When the schools began to deliver more students than the college could take care of, size was seen to be either an accident or a calamity. Something had to be done about it. What has been done about it very generally has been to select the students much more carefully and to quicken the intellectual pace. This movement is just at its beginning, but already it has created a new atmosphere for educational institutions to breathe. It has stimulated experiment and research as these have never been stimulated before. It has established new rivalries between institutions and within institutions, rivalries appropriate to the purpose of seats of learning. It has set new standards of eminence. In short, it has restored to colleges and universities their birthright. . . .

The state must have a sufficient number of citizens capable of rendering public service through the professions. It must be able to marshal the resources of contemporary science and learning for the solution of its own problems, industrial, social, and governmental. It must have a considerable body of citizens who, whatever their occupa-

tions, are competent to weigh intellectual issues and to create an intelligent public opinion. In other words, the modern state must get itself supplied with professional education, with general higher education and with ample facilities for research. If it fails to do so adequately, that fact is registered in its prosperity, its health and the tone of its civic life. I might call the roll of the states in the Union and demonstrate—if it were not impolite to do so—the almost perfect correlation between each state's provisions for higher education and research on the one hand and its wealth and influence on the other. Apparently no state can rely on importations from other states, however well supplied with facilities for training and for scholarly inquiry its neighbors may be. This is one job that each commonwealth has to do for itself....

New England has never understood the Land-Grant College. It has never seen what an enormous source of state strength resides in these institutions knit together in a national system, emulating and inspiring one another, pooling for the general good experiences derived from contact with the whole nation. Moreover, New England has never appreciated the state's obligation to provide for its able and aspiring young citizens full opportunity for all kinds of higher education. Possessed of many ancient and distinguished private foundations it has been too willing to leave this responsibility entirely to them without analysis and even without curiosity. This strange limitation of New England's public policy is the more surprising because no section has been more conscientious in fostering the public school. I suppose it is to be accounted for by our passion for local self-government. We have a distrust of centralization and we allow the state to step in only when it is clearly proved that local agencies have failed. Well, that demonstration can be made any time you like in certain fields of education. It can be made notably with respect to higher education. Higher education is not and cannot be a function of a restricted locality. It is too highly selective; it involves too small a percentage of the population; it is too expensive. It is and must be a function of the commonwealth as a whole.

SAMUEL P. CAPEN, *University of Buffalo*

JOHNS HOPKINS UNIVERSITY, INSTITUTE OF LAW

In the summer of 1928 the Trustees of the Johns Hopkins University announced the formation of The Institute of Law, to be

devoted to the study of "law in action," that is, of the actual effect of our legal system upon our lives. The assumption underlying the organization of the Institute is that human laws are devised tools which society uses as one of its methods to regulate human conduct and to promote those types of it which are regarded as desirable, and that therefore the worth or value of our legal system can be determined only by finding out how it works, that is, by ascertaining, so far as that can be done, whether it promotes or retards the attainment of desired ends.

Down to the present time the energies of university law schools have been devoted almost wholly to the training of men and women for the practice of the law. Investigation, and especially investigation of the human effects of law, has played only a minor part. Nearly all of the research which has been carried on has been devoted to attempts to ascertain more accurately than before what the existing rules and principles of law are, rather than to finding out whether they accomplish the purposes for which they are supposed to exist. It is obvious that if the purpose of the Institute is to be carried out it will be necessary for the staff of the Institute to include or at least to secure the cooperation of experts in other branches of social science, such as economics and sociology, as well as of the specialists in such related branches of science as psychology, psychiatry, physiology, biology, etc. For example, if laws providing for the sterilization of feeble-minded and defective persons are to be studied with objective methods similar to those used in the physical sciences, it will be necessary to call in the biologists, so as to bring to bear upon the problem of the wisdom and probable effect of such legislation all that is now known concerning the manner of inheritance of feeble-mindedness and other characteristics of human beings. Thus it comes about that we find among the "originating group" of four to whom has been assigned the task of developing the program of the Institute, a student of business economics.

Those familiar with the history of the Johns Hopkins University recognize its entry into this field as a natural continuation of its policy of devoting its energies and resources to original investigation. The first announcement by the University of a definite intention to organize research work in the field of law was made in 1910 as a part of the program for the expansion of the University outlined at that time. The University authorities believed that the absence of a vocational law school at the Hopkins was an assurance that the

time and energies of the Faculty could be devoted primarily to investigation as distinguished from the giving of training to students for the practice of law. However, they recognize that it will be one of the functions of the Institute to develop a personnel equipped to carry on the highest type of scientific investigation in the legal field. The Faculty of the Institute believe that this can be done by having a small and carefully selected group of students participate in the investigations under way. As the Institute does not at the present time offer formal instruction in preparation for research in law, no degrees are offered.

The Faculty of the Institute realize that the field of investigation which lies before them is as yet largely uncharted, and that therefore the permanent program of the Institute should be matured slowly and only after careful experimentation. The plans of work which they have developed are therefore regarded as no more than a tentative outline for the immediate future.

In fixing upon specific projects to be undertaken they have endeavored to select those which are of such a character that they admit of scientific study at the present time and will at the same time facilitate the development of the Institute along sound and useful lines. Among others, the following investigations have been begun:

1. A Survey of the Administration of Justice in Ohio. This study has been begun in cooperation with and under the auspices of the Judicial Council of Ohio and the Ohio State Bar Association. Among other things, a study will be made of the possibility of developing a scientific system for the keeping of judicial statistics of the activities of all the courts of the State.

2. A statistical study of the extent and cause of the delay, expense, and uncertainty of litigation. This study has been undertaken in cooperation with a committee of New York lawyers, and will later be extended by the organization of similar committees in other parts of the country.

3. A field survey and library study of the present jurisdiction of the federal courts based on the fact that litigants live in different states. In this study an attempt will be made to determine what types of litigation are most efficiently handled by the federal and state courts respectively.

4. A study of the laws and practices of installment buying.

5. A study of the enforcement of small claims by means of special small claims courts, courts of conciliation, etc.

It should be added that the Institute of Law is in no sense a reformatory body, nor does it intend to engage in what is commonly called propaganda. It hopes to be able to present from year to year scientific studies, setting forth what the staff of the Institute believe to be the facts relative to the particular part of our legal system under investigation. It hopes also to point out the bearing of these facts upon the formation of legislative policies so that those who are charged with the duty of legislating may find the studies helpful in their attempts to improve our legal system.

UNIVERSITY OF WASHINGTON, TRAVEL STUDY COURSE IN HISTORIC TEXTILES

The University of Washington in the summer of 1929 offered a travel study course in historic textiles from the Department of Home Economics. Graduate students were admitted with the privilege of pursuing intensive study in a specialized field. European museum centers were visited. Exhibits of tapestries, laces, embroideries, damasks, brocades and costumes were studied. Those engaged in college teaching made collections of rare fabrics for enrichment of their courses. The group of eighteen was directed by Grace G. Denny, Associate Professor. Professor E. I. Raitt served as travel leader.

This travel study course was so successful that it is to be repeated in the near future.

YALE UNIVERSITY, THE NEW QUADRANGLE PLAN

Unquestionably the outstanding event of the present academic year is the great gift of Mr. Edward S. Harkness, '97, to enable Yale to establish her Quadrangle Plan for undergraduates.

Prophecy is always hazardous, but it surely makes no great tax upon credulity to predict that this . . . may mark a turning point in her history, opening a new chapter in which the intrinsic values of personality may come more fully into their own, and from which may flow a form of education calling more heavily on the student's powers of independent initiative in thought and action, while bringing him into more natural and fruitful contact with stimulating and inspiring persons. Although the plan is primarily directed to social and domestic considerations, its essential educational consequences cannot fail to be large. We have always known that many of the most impor-

tant things which happen to a student at college occur outside the classroom, and we are altogether confident that life in the new quadrangles will afford more—and more significant—opportunities for such valuable by-products of collegiate experience than do the present conditions. . . .

After prolonged discussion, in which many undergraduates have taken part, we are going to try creating residential groups of about two hundred men, ultimately representing perhaps each College Class, and with the ablest and most attractive Faculty members on the house staff that we can command. We intend that their relations with students shall be as intimate and personal as may be found practicable. We expect to have the houses characterized by an unexcelled cuisine and have men dine together and take as many of their other meals in the houses as they find agreeable. We hope and believe that the social opportunity involved in dining together may come to be appreciated as much as its purely physiological functions. We believe that sentiment may quickly become attached to houses, based on friendship for fellow members, based also on the beauty and attractiveness of the buildings, on athletic and other rivalries with other houses, and as a hospitable haven to which to return as alumni. We see in the possible development of such houses a system which may take over and absorb into itself most of the values which inhered in the Class Spirit of an earlier generation, that, under present conditions, we do not believe can be effectively maintained. Doubtless there will be many perplexing details which will have to be worked out. For example the problem of the Fraternities will require careful thought. Again, there may be curiosity as to how the members of the houses will be selected. We trust that there will be no necessity for anything but voluntary selection, though we should wish to establish certain negative regulations which would bring it to pass that no one type of man should monopolize a particular house. We should not, for example, wish to have only athletes in one house, or only graduates of one school. We should be equally hostile to any selective principle that did not promise to give us a relatively representative cross section of the student population. But in all these cases, we think that, if the principle is sound and valuable—and this is our conviction—methods will be found for working out such problems.

JAMES ROWLAND ANGELL, *Yale Alumni Weekly*

MEMBERSHIP

ACTIVE MEMBERS ELECTED

The Committee on Admission announces the election of one hundred and seventy-three active and fifty-nine junior members, as follows:

Albion College, Royal G. Hall, M. F. Thurston; **Alfred University**, Murray J. Rice, Joseph Seidlin; **Allegheny College**, Armen Kalfayan, Erika M. Meyer; **American University**, Lois Miles Zucker; **University of Arkansas**, Byron L. Robinson, Harvey S. Thatcher; **Berea College**, Ernest J. Weekes; **Bowdoin College**, Howard K. Beale; **University of British Columbia**, Melville J. Marshall; **Brown University**, Laurence S. Foster, N. W. Rakestraw; **University of Buffalo**, Helen D. Reid; **University of California (Berkeley)**, Leslie W. Jones; **University of California (L. A.)**, M. P. Gonzalez; **Centre College**, E. W. Cook, Jr.; **University of Chattanooga**, Rollo A. Kilburn; **University of Colorado**, Robert Davis, A. T. Stanforth; **Columbia University**, Clinton W. Keyes, Roswell F. Magill; **Cornell University**, Nathan F. Blau, Harry Gold, Marcel Kessel, J. L. Schwind; **Davidson College**, Ernest A. Beaty; **De Pauw University**, Grace Barkley, Edward R. Bartlett, A. W. Crandall, Jarvis C. Davis, Lloyd B. Gale, Herrick E. H. Greenleaf, Virginia Harlow, Cleveland P. Hickman, Margery S. Hufferd, Ralph W. Hufferd, George B. Manhart, Waldo F. Mitchell, C. G. Pierson, Ernest R. Smith, L. H. Turk, Harry W. Valtmer, Francis M. Vreeland, Harold Zink; **College of the City of Detroit**, Harold B. Cutter; **Drury College**, William A. Daggett, Carl B. Swift; **Duke University**, Hiram E. Myers; **Emory University**, Homer Blincoe, Lyle E. Campbell, Hugh H. Harris, J. G. Lester, Paul E. Lineback; **University of Florida**, John G. Eldridge, Joseph H. Kusner; **Fordham University**, Ignatius W. Cox, Joseph Lynch; **Florida State College for Women**, Mary L. Phares, Bessie C. Randolph; **Franklin and Marshall College**, Noel P. Laird; **University of Georgia**, Malcolm H. Bryan, Alfred W. Scott; **Georgia State College for Women**, Sarah Bigham, Elizabeth Ann Grant, Beatrice Horsbrugh, Maggie Jenkins, Lena Martin, Frances Thaxton, Jessie Trawick; **George Washington University**, Richard N. Owens; **Goucher College**, Salby V. McCasland; **Grinnell College**, Verna E. Grubbs, John S. Nollen; **Hood College**, Bertha L. Loomis; **Hunter College**, Eleanor H. Grady, Isabel McKenzie, Gunther

Keil; **University of Idaho**, Herbert S. Warren; **University of Illinois**, Wm. P. Hayes, Frank Hovorka, Terence T. Quirke; **Iowa State College**, Herbert C. Cook; **Iowa State Teachers College**, Amy F. Arey, W. B. Fagan, Harvey A. Riebe, May M. Smith, E. E. Watson; **Johns Hopkins University**, W. B. Kouwenhoven; **University of Kentucky**, Ellery Hall; **Lafayette College**, George H. Allen, Freeman Ward; **Lake Forest College**, Mary Sperry; **Louisiana State University**, Roy L. Thompson; **Marshall College**, E. V. Bowers, Augustus W. Hayes, C. E. Hedrick, Melvin P. Loy, R. I. Rowdebush, George B. Welch; **Maryland University**, George W. Fogg; **Massachusetts Institute of Technology**, Oscar K. Bates; **Michigan State College**, William A. Kelly; **University of Michigan**, Laylin K. James, Paul A. Leidy; **New York University**, Frederick W. Miller; **University of North Carolina**, Richmond P. Bond; **University of North Dakota**, Robert D. Cole, Jerome Hall, Edward O. North; **North Dakota Agricultural College**, George J. Baker, F. W. Christensen, Emma J. Dubetz, D. J. Griswold, Leon Metzinger; Hjalmar Storlie, E. A. Willson, Rex E. Willard, **Ohio State University**, D. H. Daugherty; **University of Oklahoma**, Victor H. Kulp, Leonard Logan; **Oregon State College**, Frank P. Sipe; **University of Pennsylvania**, C. Clement French, W. J. Grinstead, Wallace M. McNabb; **University of Pittsburgh**, John Dambach, Ralph H. Ware; **Princeton University**, Albert W. Thompson, Charles T. Zahn; **Purdue University**, Ralph E. Roberts; **Reed College**, Walter R. Carmody, Ada C. McCown, Blair Stewart; **Rice Institute**, Floyd S. Lear; **Russell Sage College**, Marian H. Studley; **Rutgers University**, Robert d'E. Atkinson; **St. Lawrence University**, M. M. Edwards; **College of St. Teresa**, Ernest Howald; **Simmons College**, Marion E. Bowler; **Smith College**, Gladys A. Anslow, M. Z. y Torres; **University of Southern California**, R. J. Batchelder, Grace C. Sweeny; **Stanford University**, Henry S. Anderson; **Syracuse University**, R. V. Harlow, Harry E. Vannatta; **Temple University**, Henry L. Wilson; **Valparaiso University**, Rene W. Pinto; **University of the City of Toledo**, Raymond L. Carter, Margaret Williams; **University of Utah**, B. Roland Lewis; **University of Vermont**, Embree R. Rose; **Lake Forest College**, Carl J. Whelan; **Washington University**, Ross R. Middlemiss; **Washington and Lee University**, Marcellus H. Stow; **Western Reserve University**, James H. Hanford, Anne H. Morrison; **University of Wisconsin**, R. F. Bradley, Jr., R. J. Colbert, E. M. Gilbert, Calla A. Guyles,

Julian Harris, Ernest A. Schmidt, J. J. Schlicher; **Wittenberg College**, C. T. Pihlblad; **College of Wooster**, Wm. J. Hail; **University of Wyoming**, Mildred A. Dawson, Greta Neubauer, Walter C. Reusser; **Washington College**, Genevieve Boland; **Yale University**, Norman S. Buck, Ralph H. Gabriel.

JUNIOR MEMBERS ELECTED

Battle Creek, Emil Leffler; **Bradley Polytechnic**, George R. Geiger; **Bryn Mawr College**, Alice L. Abaecherli; **Brown University**, C. A. Robinson, Jr.; **Bowdoin College**, Albert Abrahamson; **University of Chicago**, Blanche B. Armfield, Edward Vance; **Columbia University**, Lily D. Mage; **Carleton College**, Louis Berman; **De Pauw University**, Warren C. Middleton, Franklin V. Thomas; **University of Delaware**, G. Harold Wilson; **University of Florida**, Elmer J. Emig, L. Bennett Tribolet; **Emory University**, Frederick K. Hardy; **Georgia State College for Women**, Eleanor Ennis, Winifred Fowler, Elna I. Perkins; **University of Illinois**, Herbert N. Couch; **University of Kentucky**, Rebecca G. Averill, Esther Cole, Charles W. Shull, Paul K. Walp; **Lake Forest College**, Alfred Hasbrouck; **Massachusetts Institute of Technology**, Temple C. Patton; **Mt. Holyoke College**, Gordon K. Chalmers; **North Dakota Agricultural College**, C. Jensen, Glen A. Lindsay, Delaphine G. Rosa; **Northwestern University**, Nenien C. McPherson; Eugene B. Vest; **University of Oklahoma**, J. C. Phillips, C. Warren Thornthwaite; **Pennsylvania State College**, Chester A. Feig; **Purdue University**, Laurentza Schantz Hansen; **Rice Institute**, Alden R. Hefler; **University of Rochester**, Jane Mary Dewey; **Simmons College**, Feltus W. Sypher; **Smith College**, Charles A. Barker, Dorothie F. Pantling; **University of Southern California**, R. R. G. Watt; **Syracuse University**, Paul V. Betters, George H. Schmidt; **Tufts College**, Newman B. Birk, Virginia E. Campbell, Edmar L. Gardner, Gertrude F. Holmes; **Vassar College**, Henry Furst; **University of Virginia**, E. Ruffin Jones, Jr., John M. Robeson, Jr.; **Washington and Lee University**, John H. Williams; **Western Reserve University**, Vivian R. Damerell, Harry V. Truman; **West Texas State Teachers College**, Helen W. Moore; **University of Wisconsin**, Rose Smith; **University of Wyoming**, Leo A. Hanna, Mary Perkinson; **Junior Members not in University Connection**, Alice M. Mullally (M.A. Columbia); Frances B. Russell (Radcliffe).

NOMINATIONS FOR MEMBERSHIP

The following two hundred and fifty-five nominations for active membership and eighty-seven nominations for junior membership are printed as provided under Article IV of the Constitution. Objection to any nominee may be addressed to the Secretary, 26 Jackson Place, Washington, D. C., or to the Chairman of the Committee on Admissions¹ and will be considered by the Committee if received before May 20, 1930.

The Committee on Admissions consists of Frederick Slocum, Wesleyan, Chairman; W. C. Allee, Chicago; A. L. Bouton, New York; E. S. Brightman, Boston; E. C. Hinsdale, Mt. Holyoke; A. C. Lane, Tufts; A. O. Lovejoy, Johns Hopkins; W. T. Magruder, Ohio State; Julian Park, Buffalo.

Theodore Abel (Sociology), Columbia
N. A. Alcock (Surgery), Iowa
Arthur L. Anderson (Animal Husbandry), Iowa State
Florence A. Armstrong (Economics), Simpson
John W. Ashton (English), Iowa
Francis R. Aumann (Political Science), Ohio State
E. G. Baird (Law), North Dakota
Irving T. Beach (Organic Chemistry), Cornell
W. C. Beasley (Psychology), Ohio State
Willard C. Beatty (Economics), Brown
Elizabeth Beckwith (English), Milwaukee-Downer
Rudolf Bennitt (Zoology), Missouri
David L. Bidwell (Psychology), Ohio State
Alexander Blair (History), Ohio State
E. W. Bollinger (Industrial Arts), North Dakota
P. A. Bond (Chemistry), Iowa State
H. M. Bosshard (German), Clark
Harold S. Burr (Neuro-Anatomy), Yale
Chester C. Camp (Mathematics), Nebraska
Graeme A. Canning (Parasitology), Wisconsin
C. Y. Cannon (Dairy Husbandry), Iowa State
L. H. Carter (Economics), Kentucky
C. Paul Cessna (Mathematics), Gettysburg
James M. Chalfant (English), Ohio State
Joseph P. Chamberlain (Public Law), Columbia

¹ Nominations should in all cases be presented through the Washington Office, 26 Jackson Place, Washington, D. C.

Homer Cherrington (Economics), Iowa
Paul H. Clyde (History), Ohio State
Robert P. T. Coffin (English), Wells
George H. Coleman (Chemistry), Iowa State
William C. Cook (Entomology), Montana State
James A. Coss (Chemistry), Morningside
F. B. Cotner (Botany and Bacteriology), Montana State
Frank D. Crane (English), Wisconsin
Charles W. Cunningham (Civil Engineering), Rutgers
Walter S. Cunningham (Dairy Husbandry), Arizona
Paul R. Cutright (Zoology), Pittsburgh
Paul R. Daugherty (Spanish), Western State of Colorado
Leonard P. Dickinson (Electrical Engineering), Vermont
W. F. Dickson (Animal Husbandry), Arizona
Alfred G. Dietze (Psychology), Pittsburgh
Evalyn Dixon (History), West Virginia
Henry A. Doak (English), North Dakota
May K. Duncan (Elementary Education), Kentucky
Harvey Eagleson (English), California Institute of Technology
Alexander Ellett (Physics), Iowa
Arpad E. Elo (Physics), Marquette
Harry Embleton (Poultry Husbandry), Arizona
Fred W. Emerson (Biology), Earlham
George M. Falion (Education), City of New York
Paul E. Fields (Psychology), Ohio State
Hayim Fineman (English), Temple
C. W. Fink (Economics), Ohio
H. Christine Finlayson (Home Economics), North Dakota State
Theodore M. Finney (Music), Carleton
Wyman P. Fiske (Accounting), Mass. Institute of Technology
Janis Ford (Physics), Kentucky
Jane Fox (Physical Education), Indiana
John G. Frank (German), Olivet
Orrin Frink, Jr. (Mathematics), Pennsylvania State
D. H. Gardner (History), Akron
Ralph W. Garrett (History), Columbia
William T. Garrett (Biology), Missouri State Teachers
Gertrude Gilmer (English), Georgia State Womans
Willystine Goodsell (Education), Columbia
William Griffith (Psychology), Reed

C. W. Hart (Sociology), Iowa
Harlan Hatcher (English), Ohio State
S. Edson Haven (Psychology), Ohio State
Lena J. Hawks (Mathematics), Georgia State Womans
A. Lee Henderson (Psychology), Ohio State
Earl W. Henderson (Poultry Husbandry), Iowa State
E. H. Hereford (Education), Southwestern
Ruth L. Higgins (History), Alabama Womans
Lawrence F. Hill (History), Ohio State
Wilbur L. Hoff (Chemistry), Georgia State Womans
Clarence P. Hotson (English), Minnesota
Robert L. Howard (Law), Missouri
A. F. Huiricks (Economics), Brown
Duncan C. Hyde (Economics), Virginia
Kai Jensen (Psychology), Ohio State
Anthony J. Jobin (Romance Languages), Michigan
C. G. Harry Johnson (Chemistry), Colorado Agricultural
Mary Johnston (Latin), Illinois Womans
Leon K. Jones (Plant Pathology), Washington State
Robert J. Kane (English), Ohio State
Cyrus H. Karraker (History), Birmingham Southern
Edwin H. Kellogg (Philosophy and Religion), Skidmore
Thomas R. Kelly (Philosophy), Earlham
E. C. Kirkland (History), Brown
Charles Knapp (History), Kentucky
F. B. Knight (Education and Psychology), Iowa
Hamett Koglin (Physical Education), Grinnell
Albert K. Kurtz (Psychology), Ohio State
Donald E. Lancefield (Zoology), Columbia
M. H. Landis (English), Ohio State
John A. Larson (Psychiatry), Iowa
A. J. Lawrence (Commerce), Kentucky
Maxine Leland (French), Smith
Lee J. Levinger (Philosophy), Ohio State
E. E. List (Biology and Geology), Shurtleff
H. A. Lorenz (Physical Education), Lafayette
Ernest B. Lytle (Mathematics), Illinois
W. B. Mabree (Entomology), Montana State
James C. Manry (Philosophy), Iowa
Robert E. Mathews (Law), Ohio State

Nina Miller (Accounting), Columbia
Broadus Mitchell (Political Economy), Johns Hopkins
Lucius G. Moffett (Romance Languages), Syracuse
R. E. Monroe (French, Spanish), Ohio State
H. R. Moore (Rural Economics), Ohio State
William J. Morgan (Philosophy), Washburn
Julia Morse (Singing), Wells
Paul R. Mort (Education), Columbia
Arthur H. Noyes (History), Ohio State
F. Nulty (Economics), Vermont
George H. R. O'Donnell (German), Russell Sage
J. T. O'Rourke (Dental Pathology), Louisiana
Mary Castle Ott (History), Hood
E. A. Overton (Economics and Sociology), Morningside
John Parry (English), Illinois
E. W. Pehrson (Mathematics), Utah
E. H. Pressley (Plant Breeding), Arizona
Theodore J. Prichard (Art and Architecture), Idaho
Frank H. Randall (Law), Kentucky
John F. Reilly (Mathematics), Iowa
Oscar W. Richards (Biology), Clark
F. Harold Rickett (Botany), Missouri
Lee Roderick (Veterinary Science), N. D. Agricultural
Eugene H. Roseboom (History), Ohio
Osberg Elmer Sandfid (English), Pittsburgh
Joseph W. Savage (French and Spanish), Vermont
Greek Sayre (English), West Virginia
Reginald H. Scott (Econ.), Pittsburgh
T. E. Sexauer (Agricultural Education), Iowa
I. M. Sheffer (Mathematics), Pennsylvania State
E. L. Shields (Latin), Smith
Henry H. Simmons (History), Ohio State
Fred M. Smith (English), West Virginia
Guy H. Smith (Geography), Ohio State
Isabel F. Smith (Geology), Scripps
John J. Smith (Psychology), Muskingum
Louise W. Spaeth (Sociology), Ohio State
Walter E. Spahr (Economics), New York
J. R. Spell (Romance Languages), Texas
James R. Stokes (Biology), Georgia State Womans

Rubert B. Streets (Plant Pathology), Arizona
Welcome A. Tilroe (Latin), Southern California
Frank G. Tompkins (English), City of Detroit
R. G. Tugwell (Economics), Columbia
Willard L. Valentine (Psychology), Ohio State
Bess E. Van Deusen (Education), Columbia
Harry V. Velten (German), Wisconsin
George B. Vold (Sociology), Minnesota
Harvey Walker (Political Science), Ohio State
Earle L. Waterman (Sanitary Engineering), Iowa
Goodwin Watson (Education and Psychology), Columbia
Frederick J. Weersing (Education), Southern California
Francis P. Weisenburger (History), Ohio State
Henry P. Willis (Banking), Columbia
Robert B. Witmer (Physics), North Dakota
L. A. Woodward (Physics), Vermont
S. W. Wright (Business Administration), Wichita
G. H. Yeuell (Education), Alabama
Charles E. Young (Romance Languages), Wisconsin
Henry Bruner Young (English), Pennsylvania State

NOMINATIONS FOR JUNIOR MEMBERSHIP

Elizabeth L. Airheart (French and Spanish), N. D. Agricultural
Allen Astin (Physics), Johns Hopkins
Henry G. Barone (Mathematics), Pennsylvania State
Edward J. Braun (Mathematics), North Dakota Agricultural
Eugene D. Buchanan (English), Cornell
Ruth Buka (Modern Languages), Georgia State Womans
Robert E. Burk (Chemistry), Western Reserve
Isabel M. Calder (History), Wells
June F. Constantine (Education), Minnesota
George B. Cressey (Geology), Harvard
Maurice H. Crosby (Education), Smith
Charles W. Crouse (Mathematics), Pennsylvania State
Haskell B. Curry (Mathematics), Pennsylvania State
George E. Davis (Electrical Engineering), Rochester
Mary C. Dorworth (Romance Languages), Syracuse
L. T. Dunlap (Mathematics), Pennsylvania State
Helene M. Evers (Modern Languages), Morehead State Teachers
Mildred Finnegan (French), Florida State

H. Schuyler Foster, Jr. (Political Science), Ohio State
John T. Fotos (Modern Languages), Purdue
John S. French (Education), Colgate
Reginald F. French (Education), Dartmouth
Horace S. Fries (Philosophy), Wisconsin
Robert E. Galbraith (English Comp.), Pennsylvania State
Paul Dombey Gard (Physiology), Kentucky
Elis Gianturco (Italian), California
J. Philips Glenn (Research Fellow), Kentucky
Louis Deal Goodfellow (Psychology), Pennsylvania State
C. H. Graver (Mathematics), State College, Pa.
Leon Gropper (Physics, Math.), Mass. Institute of Technology
William W. Greulich (Zoology), Colorado
Joseph William Hendren (English), Princeton
Hary Hobbs (Math.), Smith
Orvis C. Irvin (Infant Psychology), Iowa
Lucile Jenkins (Vocal Expression), Georgia State
Maybelle R. Kennedy (History), Yale
S. R. Klamon (Economics), Washington University
Allena Luce (Spanish and German), Kentucky
F. Hillis Lumley (Psychology), Ohio State
Edward G. Mason (History), Ashland
James McManaway (English), Johns Hopkins
Ruth Miller (History), Buffalo
Elio D. Monachesi (Sociology), Minnesota
Emeline Moul (Psychology), Florida State for Women
J. Curtis Newlin (Psychology), Ohio State
George W. Patton (Business Research), Kentucky
George R. R. Pflaum (Public Speaking), Kansas State Teachers
Dorothy P. Poindexter (English), Wisconsin
William L. Rabenstein (Philosophy), Cornell
Elizabeth A. Redden (Statistics), New Hampshire
Kurt F. Reinhardt (German and Art), Oregon
Beatrice Reynolds (History), Connecticut
Oreen Ruedi (Sociology and Economics), Clark
Orville T. Spessard (History), Pennsylvania State
Ranella Spickard (Education), Kentucky
Francis H. Squire (History), Delaware
Walter F. Taylor (Medicine), Louisville
AnneKay Tharp (English), Wisconsin

J. Henry Wild (German and French), Virginia Polytechnic
Wm. H. Wilson (Political Science), Missouri
Dael L. Wolfe (Psychology), Ohio State
Helen M. Wolfe (Psychology), Ohio State
Beth H. Woodruff (Biology), Western Reserve

SUPPLEMENTARY LIST OF NOMINATIONS FOR ACTIVE MEMBERSHIP

Barbara N. Armstrong (Law), California
William L. Bailey (Sociology), Northwestern
Margaret Barry (English), Idaho
Willis B. Bible (English), Tennessee State Teachers
Forrest R. Black (Law), Kentucky
A. A. Bless (Physics), Florida
George V. Blue (History), Oregon
Nelson L. Bossing (Education), Oregon
Raymond T. Bowman (Economics), Pennsylvania
Augustin W. Breeden (English), Kansas State Agricultural
Harold A. Bruce (Physical Education), Union
William F. Byron (Sociology), Northwestern
Charles E. Carpenter (Law), Oregon
T. C. Carson (Mathematics), Tennessee State Teachers
Ralph D. Casey (Journalism), Oregon
Elsa D. Chalfant (Foreign Languages), Washington State
Warren P. Clement (Education), Texas Technological
Jackson R. Collins (Business Law), Columbia
S. C. Collins (Chemistry), Tennessee State Teachers
Robert B. Cox (English), Tennessee State Teachers
Luther S. Cressman (Sociology and Anthropology), Oregon
Hallam W. Davis (English), Kansas State Agricultural
John P. Davison (History), Middlebury
Homer R. Dill (Museum Methods), Iowa
B. F. Dostal (Mathematics), Florida
Henry R. Francis (Forestry), Syracuse
Leo Friedmann (Chemistry), Oregon
John H. Frizzell (English and History), Amherst
Arthur I. Gates (Psychology), Columbia
Alice E. Gipson (English), Lindenwood
Aubrey W. Goodenough (English), Colorado

Hugo Goodwin (Music), Grinnell
Walter F. Greene (Anatomy), Syracuse
Harry W. Hepner (Business Psychology), Syracuse
Ralph D. Heim (Religious Education), Thiel
Hervey C. Hicks (Mathematics), Texas Technological
Elmer D. Hinckley (Psychology), Florida
Palmer T. Hogenson (Economics), Missouri Valley
George Hopkins (Music), Oregon
Eugene L. Jackson (Medicine), Emory
J. A. Johnston (Business Administration), Oregon
Henry N. June (Architecture), Florida
Harold R. Kepner (Civil Engineering), Rensselaer Polytechnic
F. W. Kokomoor (Mathematics), Florida
Benjamin F. Ladd (German), Vermont
Edgar E. Lineken (Chemistry), Vermont
Walter K. Long (Art), Florida
Francis C. Mason (English), Gettysburg
C. Hodge Mathes (Education), Tennessee State Teachers
Maxine Mathews (History), Tennessee State Teachers
John F. McCoy (German), Harvard
James A. McLaughlin (Law), Harvard
Margarete Meinhardt (Foreign Languages), Washington State
John T. Metcalf (Psychology), Vermont
E. B. Mittelman (Economics), Oregon State
Nora M. Mohler (Physics), Smith
P. U. Morrissette (English), Oregon
Wayne L. Morse (Law), Oregon
Zeno K. Nagel (Music), Syracuse
Fred O. Nolte (German), Harvard
Paul H. Nystrom (Marketing), Columbia
W. C. Payne (Mathematics), Oklahoma Agricultural and Mechanical
Jessie Phelps (Physiology), Michigan
Cecil G. Phipps (Mathematics), Florida
D. P. Randall (Physics), Syracuse
Ada Rice (English), Kansas State Agricultural
R. H. Ritchie (English), Ottawa
John Siler Robinson (Physical Education), Tennessee State Teachers
W. F. Rogers (History), Tennessee State Teachers
Walter S. Root (Physiology), Syracuse
Claude Sammis (Music), Texas Christian

Alexander P. Schorsch (Philosophy), De Pauw
Russel G. Scholes (Sociology), Middlebury
Flora H. Smith (Music), Grinnell
Milo H. Spaulding (Zoology), Stanford
John A. Stewart (Biology), Thiel
Ralph F. Stretel (Education), Syracuse
Lilian E. Tingle (Household Arts), Oregon
Stephen Tomer, Jr. (Chemistry), Saint Mary's
Hubert C. Townley (Psychology and Education), Converse
George Turnbull (Journalism), Oregon
Ralph S. Underwood (Mathematics), Texas Technological
Gayle C. Walker (Journalism), Nebraska
J. H. Waring (Horticulture), Maine
Wentworth Williams (English), Boston
W. H. Wilson (Mathematics), Florida
Leavitt O. Wright (Romance Languages), Oregon
Charles N. Wunder (Mathematics), Mississippi
Nowland B. Zane (Design), Oregon
Harvey Zorbaugh (Sociology), New York

SUPPLEMENTARY LIST OF NOMINATIONS FOR JUNIOR MEMBERSHIP

George W. Adams (History & English), Mass. Inst. of Technology
Arnold Bauer (Interior Decorating), Syracuse
William H. Brittingham (Biology), Princeton
Lee M. Brown (Sociology), Oregon
Ruth Carroll (Latin), South Carolina
Florence S. Chubbuck (English), Ohio State
Paul F. Cressey (Sociology), Chicago
Robert W. Edmiston (School Administration), Ohio State
Robert D. Faner (English), Oregon
Wallace E. Griffith (Mathematics), Oregon
Rachel S. Harris (English), Radcliffe
Henry C. Hesseltine (Obstetrics and Gynecology), Iowa
Arthur C. Hicks (English), Oregon
Ralph R. Martig (Correspondence), Oregon
Lawrence P. McGrath (Economics), Stanford
John S. Patrick (Mechanical Engineering), Mass. Institute of Tech.
Jay J. M. Scandrett (Law), Emory
J. Leon Shereshefsky (Physics, Chemistry), Pittsburgh

Robert Stone (Psychology), Lehigh

Benjamin P. Thomas (History), Birmingham-Southern

Jan Van der Vate (History), Oregon

Florence E. Weston (Zoology), Harvard

Anne B. Whitmer (English), Ohio State

Wayne Woodmansee (History), Oregon